Qualification Specification

HABC Level 3 Certificate in Preparing to Work in Adult Social Care (QCF)

Qualification Number: 600/3827/5
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Introduction
This Qualification Specification is designed to outline all you need to know in order to offer this qualification in your Centre. If you have any further questions, please contact your Account Manager.

Qualification Details
The HABC Level 3 Certificate in Preparing to Work in Adult Social Care (QCF) has been accredited by the regulators of England and Wales (Ofqual and Welsh Government) and is part of the Qualifications and Credit Framework (QCF).

It is supported by Skills for Care and Development, the Sector Skills Council for the UK Care sector.

Key facts
- QAN: 600/3827/5
- Learning Aim Reference: 60038275
- Guided learning hours (GLH): 190
- Credit Value: 21
- Assessment Method: Portfolio of evidence

Qualification Overview
This qualification forms the knowledge component of the Advanced Apprenticeship for Health and Social Care. It’s aimed at those working in adult social care in England and aims to introduce knowledge around areas relating to adult social care.

- Communication
- Equality, diversity and inclusion
- Personal development
- Role of the social care worker
- Handling information
- Health and safety
- Safeguarding
- Duty of care
- Person centred approaches

Entry Requirements
There are no formal entry requirements for this qualification. HABC advises learners have a Level 2 in literacy or numeracy or both.

Age ranges
These qualifications are approved for delivery to the age ranges 16-18 and 19+

The awarding body that **Listens**

www.highfieldabc.com
Geographical Coverage
These qualifications are suitable for learners in England.

Reasonable Adjustments and Special Considerations
HABC have measures in place for learners that require additional support. Please see the Reasonable Adjustments Policy, Annex 17 of the HABC Core Manual.

Qualification Structure
This qualification is made up of 9 mandatory units. Learners must successfully complete all 9 units in order to achieve the qualification.

For full details of all units, please see Appendix 2 at the end of this specification.

Assessment Guidance
This qualification is assessed through completion of a portfolio of evidence which will be internally quality assured by the Centre. EQS (External Quality Support) visits from HABC will also take place until direct claim status is achieved. Suggested paperwork is available on the HABC website. If a Centre would like to use alternative paperwork, this must be sent to the Quality Support team for approval.

Learners must demonstrate their understanding of how to deal with situations in a safe and professional manner.

Following the assessment, a list of results will be provided to the Centre Contacts stating whether learners have passed or failed. Certificates for those who are successful will be dispatched for distribution by the Centre Contacts.

Assessor Requirements
The Skills for Care and Development Assessment Strategy, states that assessment decisions for knowledge based learning outcomes must be:

- Made by occupationally knowledgeable assessors
- Made by an assessor qualified to make assessment decisions, holding an assessor qualification such as
  - Level 3 Award in Assessing Competence in the Work Environment, or
  - Level 3 Certificate in Assessing Vocational Achievement, or
  - A1 Assess Learner Performance Using a Range of Methods, or
  - D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence

For more information, please refer to the Skills for Care and Development Assessment Strategy which is on the HABC website.

Internal Quality Assurance
This qualification is assessed and Internally Quality Assured. IQA requirements are outlined in the assessment strategy and must be referred to.

This includes that approved IQA must:
Hold or be working towards an IQA qualification

Have sufficient knowledge of current practice and emerging issues in Health and Social Care in England

For more information, please refer to the Skills for Care and Development Assessment Strategy which is on the HABC website.

Mapping to National Occupational Standards
Details of NOS mapping is contained at the end of each unit, where applicable.

ID requirements
It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be; see section 8 of the HABC Examination and Invigilation Regulations of the HABC Core Manual for further details.

Progression
Progression routes could include:

- Level 3 Diploma in Health and Social Care (Adults) for England
- Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland

Useful Websites
- http://www.skillsforcareanddevelopment.org.uk
Learners must complete all **9 mandatory units** in order to achieve the qualification.

<table>
<thead>
<tr>
<th>Unit Number</th>
<th>Title</th>
<th>Credit</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>R/602/2906</td>
<td>Principles of communication in adult social care settings</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>R/602/3036</td>
<td>Principles of personal development in adult social care settings</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>M/602/3044</td>
<td>Principles of diversity, equality and inclusion in adult social care settings</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>A/601/8574</td>
<td>Principles of safeguarding and protection in health and social care</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>R/601/1436</td>
<td>Principles for implementing duty of care in health, social care or children’s and young people’s settings</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>A/602/3113</td>
<td>Understand the role of the Social Care Worker</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>R/602/3182</td>
<td>Understand person-centred approaches in adult social care settings</td>
<td>4</td>
<td>37</td>
</tr>
<tr>
<td>L/602/3178</td>
<td>Understand health and safety in social care settings</td>
<td>5</td>
<td>49</td>
</tr>
<tr>
<td>D/602/3119</td>
<td>Understand how to handle information in social care settings</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>
Appendix 2: All Units

Unit 1: Principles of communication in adult social care settings

Unit number: R/602/2906
Credit: 2
GLH: 17
Level: 3

Unit Introduction

The unit develops knowledge of the importance of communication in adult social care settings, and ways to overcome barriers to meet individual needs and preferences in communication.

This unit is aimed at those who are interested in, or new to, working in social care settings with adults.

Assessment Guidance

An individual is someone requiring care or support

Communication methods include:

- Non-verbal communication
- eye contact
- touch
- physical gestures
- body language
- behaviour

- Verbal communication
- vocabulary
- linguistic tone
- pitch

Services may include:

- translation services
- interpreting services
- speech and language services
- advocacy services

Agreed others may include:

- Colleagues
- Social worker
• Occupational Therapist
• GP
• Speech and Language Therapist
• Physiotherapist
• Pharmacist
• Nurse
• Specialist nurse
• Psychologist
• Psychiatrist
• Advocate
• Dementia care advisor
• Family or carers

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
</tbody>
</table>
| 1. Understand why effective communication is important in adult social care settings | 1.1 Identify the different reasons people communicate  
1.2 Explain how communication affects relationships in an adult social care setting |
| 2. Understand how to meet the communication and language needs, wishes and preferences of an individual | 2.1 Compare ways to establish the communication and language needs, wishes and preferences of an individual  
2.2 Describe the factors to consider when promoting effective communication  
2.3 Describe a range of communication methods and styles to meet individual needs  
2.4 Explain why it is important to respond to an individual’s reactions when communicating |
| 3. Understand how to overcome barriers to communication | 3.1 Explain how individuals from different backgrounds may use communication methods in different ways  
3.2 Identify barriers to effective communication  
3.3 Explain how to overcome barriers to communication  
3.4 Describe strategies that can be used to clarify misunderstandings  
3.5 Explain how to access extra support or services to enable individuals to communicate effectively |
| 4. Understand principles and practices relating to confidentiality | 4.1 Explain the meaning of the term “confidentiality”  
4.2 Describe ways to maintain confidentiality in |
day to day communication

4.3 Describe the potential tension between maintaining an individual’s confidentiality and disclosing concerns to agreed others

4.4 Explain how and when to seek advice about confidentiality

**Mapping to National Occupational Standards**

*This unit is mapped to Skills for Health NOS Unit HSC 31*
Unit 2: Principles of personal development in adult social care settings

Unit number: R/602/3036
Credit: 2
GLH: 19
Level: 3

Unit Introduction

The unit develops the concepts of personal development and reflective practice which are fundamental to adult social care roles. This unit is aimed at those who are interested, or new to, working in social care settings with adults.

Assessment Guidance

Standards – may include:

- Codes of practice
- Regulations
- Minimum Standards
- National Occupational Standards

Constructive feedback should include both positive feedback and opportunities for development.

A personal development plan may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.

Sources of support may include:

- Formal support
- Informal support
- Supervision
- Appraisal
- Within the organisation
- Beyond the organisation

Others may include:

- The individual
- Carers
- Advocates
- Supervisor, line manager or employer
- Other professionals
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
</tbody>
</table>
| 1. Understand how to reflect on practice in adult social care | 1.1 Explain what reflective practice is  
1.2 Explain the importance of reflective practice in continuously improving the quality of service provided  
1.3 Explain how standards inform reflective practice in adult social care  
1.4 Describe how own values, belief systems and experiences may affect working practice |
| 2. Understand the importance of feedback in improving own practice | 2.1 Explain how people may react and respond to receiving **constructive feedback**  
2.2 Explain the importance of seeking feedback to improve practice and inform development  
2.3 Explain the importance of using feedback in improving own practice |
| 3. Understand how a personal development plan can contribute to own learning and development | 3.1 Describe the components of a personal development plan  
3.2 Identify **sources of support** for planning and reviewing own development  
3.3 Explain the role of **others** in the development of a personal development plan in identifying:  
  - Strengths  
  - Areas for development  
3.4 Explain the benefits of using a personal development plan to identify ongoing improvements in knowledge and understanding |

**Mapping to National Occupational Standards**

*This unit is mapped to Skills for Health NOS Unit HSC 33*
Unit 3: Principles of diversity, equality and inclusion in adult social care settings

Unit number: M/602/3044
Credit: 2
GLH: 19
Level: 3

Unit Introduction

This unit develops concepts of inclusion, which are fundamental to working in adult social care settings. This unit is aimed at those who are interested in, or new to working in social care settings with adults.

Assessment Guidance

Effects may include effects on:

- The individual
- Families or friends of the individual
- Those who discriminate
- Wider society

An individual is someone requiring care or support

Learning Outcomes

<table>
<thead>
<tr>
<th>The learner will:</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Understand the importance of diversity, equality and inclusion</strong></td>
<td>The learner can:</td>
</tr>
<tr>
<td></td>
<td>1.1 Explain what is meant by</td>
</tr>
<tr>
<td></td>
<td>- Diversity</td>
</tr>
<tr>
<td></td>
<td>- Equality</td>
</tr>
<tr>
<td></td>
<td>- Inclusion</td>
</tr>
<tr>
<td></td>
<td>- Discrimination</td>
</tr>
<tr>
<td></td>
<td>1.2 Describe the potential effects of discrimination</td>
</tr>
<tr>
<td></td>
<td>1.3 Explain the importance of inclusive practice in promoting equality and supporting diversity</td>
</tr>
<tr>
<td><strong>2. Understand how to work in an inclusive way</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.1 Describe key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings</td>
</tr>
<tr>
<td></td>
<td>2.2 Explain the possible consequences of not actively complying with legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings</td>
</tr>
<tr>
<td></td>
<td>2.3 Describe how own beliefs, culture, values</td>
</tr>
</tbody>
</table>
and preferences may affect working practice

2.4 Describe ways to ensure that own interactions with individuals respect their beliefs, culture, values and preferences

2.5 Compare inclusive practice with practice which excludes an individual

<table>
<thead>
<tr>
<th>3. Understand how to raise awareness of diversity, equality and inclusion</th>
<th>3.1 Describe how to challenge discrimination in a way that promotes change</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 Explain how to raise awareness of diversity, equality and inclusion</td>
<td></td>
</tr>
<tr>
<td>3.3 Explain how to support others to promote diversity, equality and inclusion</td>
<td></td>
</tr>
</tbody>
</table>

Mapping to National Occupational Standards

This unit is mapped to Skills for Health NOS Unit HSC 34, 35 and 3116
Unit 4: Principles of safeguarding and protection in health and social care

Unit number: A/601/8574  
Credit: 3  
GLH: 26  
Level: 2

Unit Introduction

This unit is aimed at those working in a wide range of settings. This unit introduces the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.

Assessment Guidance

An individual will usually mean the person supported by the learner but may include those for whom there is no formal duty of care

Factors may include:
- a setting or situation
- the individual

The actions to take constitute the learner’s responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:
- A colleague
- Someone in the individual’s personal network
- The learner
- The learner’s line manager
- Others

A setting where there is no formal duty of care includes adult health or social care settings

Local systems may include:
- employer/organisational policies and procedures
- multi-agency adult protection arrangements for a locality

Person centred values include:
- Individuality
- Rights
- Choice


Active participation is a way of working that recognises an individual’s right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Unsafe practices may include:

- poor working practices
- resource difficulties
- operational difficulties

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td>1. Know how to recognise signs of abuse</td>
<td>1.1 Define the following types of abuse:</td>
</tr>
<tr>
<td></td>
<td>• Physical abuse</td>
</tr>
<tr>
<td></td>
<td>• Sexual abuse</td>
</tr>
<tr>
<td></td>
<td>• Emotional/psychological abuse</td>
</tr>
<tr>
<td></td>
<td>• Financial abuse</td>
</tr>
<tr>
<td></td>
<td>• Institutional abuse</td>
</tr>
<tr>
<td></td>
<td>• Self neglect</td>
</tr>
<tr>
<td></td>
<td>• Neglect by others</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify the signs and/or symptoms associated with each type of abuse</td>
</tr>
<tr>
<td></td>
<td>1.3 Describe factors that may contribute to an individual being more vulnerable to abuse</td>
</tr>
<tr>
<td>2. Know how to respond to suspected or alleged abuse</td>
<td>2.1 Explain the actions to take if there are suspicions that an individual is being abused</td>
</tr>
<tr>
<td></td>
<td>2.2 Explain the actions to take if an individual alleges that they are being abused</td>
</tr>
<tr>
<td></td>
<td>2.3 Identify ways to ensure that evidence of abuse is preserved</td>
</tr>
<tr>
<td>3. Understand the national and local context of safeguarding and protection from abuse</td>
<td>1.1 Identify national policies and local systems that relate to safeguarding and protection from abuse</td>
</tr>
<tr>
<td></td>
<td>1.2 Explain the roles of different agencies in safeguarding and protecting individuals from</td>
</tr>
</tbody>
</table>
1.3 Identify reports into serious failures to protect individuals from abuse

1.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse

4. **Understand ways to reduce the likelihood of abuse**

4.1 Explain how the likelihood of abuse may be reduced by:
   - working with **person centred values**
   - encouraging **active participation**
   - promoting choice and rights

4.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse

5. **Know how to recognise and report unsafe practices**

5.1 Describe **unsafe practices** that may affect the well-being of individuals

5.2 Explain the actions to take if unsafe practices have been identified

5.3 Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response

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**Mapping to National Occupational Standards**

*This unit is mapped to Skills for Health NOS Unit HSC 24 and HSC 240*
Unit 5: Principles for implementing duty of care in health, social care or children’s and young people’s settings

Unit number: R/601/1436
Credit: 1
GLH: 5
Level: 3

Unit Introduction

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It considers how duty of care contributes to safe practice, and how to address dilemmas or complaints that may arise where there is a duty of care.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner will:</strong></td>
<td><strong>The learner can:</strong></td>
</tr>
<tr>
<td>1. Understand how duty of care contributes to safe practice</td>
<td>1.1 Explain what it means to have a duty of care in own work role</td>
</tr>
<tr>
<td></td>
<td>1.2 Explain how duty of care contributes to the safeguarding or protection of individuals</td>
</tr>
<tr>
<td>2. Know how to address conflicts or dilemmas that may arise between an individual’s rights and the duty of care</td>
<td>2.1 Describe potential conflicts or dilemmas that may arise between the duty of care and an individual’s rights</td>
</tr>
<tr>
<td></td>
<td>2.2 Describe how to manage risks associated with conflicts or dilemmas between an individual’s rights and the duty of care</td>
</tr>
<tr>
<td></td>
<td>2.3 Explain where to get additional support and advice about conflicts and dilemmas</td>
</tr>
<tr>
<td>3. Know how to respond to complaints</td>
<td>3.1 Describe how to respond to complaints</td>
</tr>
<tr>
<td></td>
<td>3.2 Explain the main points of agreed procedures for handling complaints</td>
</tr>
</tbody>
</table>

Mapping to National Occupational Standards

This unit is mapped to Skills for Health NOS Units: CCLD 305, GCU 2, HSC 24, HSC 34, HSC 35.
Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS.
Unit 6: Understand the role of the social care worker

Unit number: A/602/3113
Credit: 1
GLH: 9
Level: 2

Unit Introduction

This unit is aimed at those who are interested in, or new to working in social care settings. It provides the knowledge required to understand the nature of working relationships, working in ways that are agreed with the employer, and working in partnership with others.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
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</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td>1. Understand working relationships in social care settings</td>
<td>1.1 Explain how a working relationship is different from a personal relationship</td>
</tr>
<tr>
<td></td>
<td>1.2 Describe different working relationships in social care settings</td>
</tr>
<tr>
<td>2. Understand the importance of working in ways that are agreed with the employer</td>
<td>2.1 Describe why it is important to adhere to the agreed scope of the job role</td>
</tr>
<tr>
<td></td>
<td>2.2 Outline what is meant by agreed ways of working</td>
</tr>
<tr>
<td></td>
<td>2.3 Explain the importance of full and up-to-date details of agreed ways of working</td>
</tr>
<tr>
<td>3. Understand the importance of working in partnership with others</td>
<td>3.1 Explain why it is important to work in partnership with others</td>
</tr>
<tr>
<td></td>
<td>3.2 Identify ways of working that can help improve partnership working</td>
</tr>
<tr>
<td></td>
<td>3.3 Identify skills and approaches needed for resolving conflicts</td>
</tr>
<tr>
<td></td>
<td>3.4 Explain how and when to access support and advice about:</td>
</tr>
<tr>
<td></td>
<td>• partnership working</td>
</tr>
<tr>
<td></td>
<td>• resolving conflicts</td>
</tr>
</tbody>
</table>

Mapping to National Occupational Standards

This unit is mapped to Skills for Health NOS HSC 23, 227
Unit 7: Understand person-centred approaches in adult social care settings

Unit number: R/602/3182
Credit: 4
GLH: 37
Level: 3

Unit Introduction

This unit develops the understanding of person centred support as a fundamental principle of adult social care. This unit is aimed at those who are interested in, or new to working in social care settings with adults.

Assessment Guidance

Person centred values include:
- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect
- Partnership

An Individual is someone requiring care or support

Complex or sensitive situations may include those that are:
- Distressing or traumatic
- Threatening or frightening
- Likely to have serious implications or consequences
- Of a personal nature
- Involving complex communication or cognitive needs

A Care Plan may be known by other names (eg: support plan, individual plan). It is the document where day to day requirements and preferences for care and support are detailed.

Consent means informed agreement to an action or decision; the process of establishing consent will vary according to an individual’s assessed capacity to consent.

Active Participation is a way of working that recognises an individual’s right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Holistic – covers all aspects of an individual’s well-being

Others may include:
- Colleagues
- Social worker
• Occupational Therapist
• GP
• Speech and Language Therapist
• Physiotherapist
• Pharmacist
• Nurse
• Specialist nurse
• Psychologist
• Psychiatrist
• Advocate
• Dementia care advisor
• Family or carers

Well being may include aspects that are:
• Spiritual
• Emotional
• Cultural
• Religious
• Social
• Political
• Sexual
• Physical
• Mental

Environment may include Physical environment and social environment.
Eg: Physical environment - bedroom, handbag, personal belongings.
Social or emotional environment – personal boundaries, subjective feelings etc.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
</tbody>
</table>

1. **Understand person centred approaches in adult social care**
   - 1.1 Describe person centred approaches
   - 1.2 Explain why person-centred values must influence all aspects of social care work
   - 1.3 Explain how person-centred values should influence all aspects of social care work

2. **Understand how to implement a person-centred approach in an adult social care setting**
   - 2.1 Explain how finding out the history, preferences, wishes and needs of an individual contributes to their care plan
   - 2.2 Describe ways to put person centred values into practice in a complex or sensitive situation
   - 2.3 Evaluate the use of care plans in applying person centred values
   - 2.4 Explain the importance of monitoring an individual’s changing needs or preferences
### 3. Understand the importance of establishing consent when providing care or support

| 3.1 | Describe factors that influence the capacity of an individual to express consent |
| 3.2 | Explain how to establish consent for an activity or action |
| 3.3 | Explain what steps to take if consent cannot be readily established |

### 4. Understand how to implement and promote active participation

| 4.1 | Explain the principles of active participation |
| 4.2 | Explain how the holistic needs of an individual can be addressed by active participation |
| 4.3 | Explain how to work with an individual and others to agree how active participation will be implemented |
| 4.4 | Explain how to promote the understanding and use of active participation |

### 5. Understand how to support an individual’s right to make choices

| 5.1 | Describe different approaches to support an individual to make informed choices |
| 5.2 | Describe how to support an individual to question or challenge decisions concerning them that are made by others |
| 5.3 | Explain the consequences of allowing the personal views of others to influence an individual’s choices |

### 6. Understand how to promote individual’s well-being

| 6.1 | Explain the links between identity, self image and self esteem |
| 6.2 | Explain factors that contribute to the well-being of an individual |
| 6.3 | Explain the importance of supporting an individual in a way that promotes their sense of identity, self image and self esteem |
| 6.4 | Describe ways to contribute to an environment that promotes well-being |

### 7. Understand the role of risk assessment in enabling a person centred approach

| 7.1 | Compare different uses of risk assessment in adult social care settings |
| 7.2 | Explain how risk assessment relate to rights and responsibilities |
| 7.3 | Explain how risk-taking relate to rights and responsibilities |
| 7.4 | Explain why risk assessments need to be regularly revised |
| 7.5 | Explain the importance of using agreed risk assessment processes to support choice |
### Mapping to National Occupational Standards

This unit is mapped to Skills for Health NOS HSC 35, 332, 350
Unit Introduction

This unit is aimed at those who are interested in, or new to, working in a social care setting. It develops learner’s knowledge and understanding of areas of health and safety required to working in a social care setting.

Assessment Guidance

Policies and procedures may include agreed ways of working as well as formal policies and procedures

Others may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates
- External third parties such as IT specialists

An individual is someone requiring care or support

Tasks that the learner should not carry out without special training may include those relating to:

- Use of equipment
- First aid
- Medication
- Assisting and moving
- Emergency procedures
- Food handling and preparation

Personal protective equipment – refers to any protective equipment or clothing that an employer must provide where risks have been identified. This may include:

- Gloves
- Aprons
- Masks
- Hair nets
Care Plan – may be known by other names (e.g. support plan, individual plan). It is the document where day-to-day requirements and preferences for care and support are detailed.

Emergency plan – refers to a plan developed to deal with unforeseen circumstances. Such as flooding, and would be developed in collaboration with other agencies such as the local authority, fire and rescue etc.

Stress can have positive as well as negative effects, but in this unit the word is used to refer to negative stress.

Handling medication - may include:

- Ordering
- Receiving
- Storage
- Administration
- Recording
- Disposal

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
</tbody>
</table>

1. Understand the different responsibilities relating to health and safety in social care settings

1.1 Identify legislation relating to health and safety in a social care setting
1.2 Explain how health and safety policies and procedures protect those in social care settings
1.3 Compare the differences in the main health and safety responsibilities of:
   a) the social care worker
   b) the employer or manager
   c) others in the social care setting
1.4 Identify situations in which the responsibility for health and safety lies with the individual
1.5 Explain why specific tasks should only be carried out with special training
1.6 Explain how to access additional support and information relating to health and safety

2. Understand risk assessments and their importance in relation to health and safety

2.1 Explain why it is important to assess health and safety risks
2.2 Explain the steps to carrying out a risk assessment
2.3 Explain how to address potential health and safety risks identified
2.4 Explain how risk assessment can help address dilemmas between an individual’s rights and health and safety concerns
2.5 Explain how to promote health and safety within the social care setting

### 3. Understand procedures for responding to accidents and sudden illness

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Describe different types of accidents and sudden illness that may occur in a social care setting</td>
</tr>
<tr>
<td>3.2</td>
<td>Explain procedures to be followed if an accident or sudden illness should occur</td>
</tr>
<tr>
<td>3.3</td>
<td>Explain why it is important for emergency first aid tasks only to be carried out by qualified first aiders</td>
</tr>
<tr>
<td>3.4</td>
<td>Explain the consequences of failing to follow emergency first aid procedures</td>
</tr>
</tbody>
</table>

### 4. Understand how to reduce the spread of infection

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Describe the routes by which an infection can get into the body</td>
</tr>
<tr>
<td>4.2</td>
<td>Explain the following prevention methods:</td>
</tr>
<tr>
<td></td>
<td>• Hand washing</td>
</tr>
<tr>
<td></td>
<td>• Own personal hygiene</td>
</tr>
<tr>
<td></td>
<td>• Encouraging the individual’s personal hygiene</td>
</tr>
<tr>
<td>4.3</td>
<td>Evaluate different types of personal protective equipment and how they can prevent the spread of infection</td>
</tr>
<tr>
<td>4.4</td>
<td>Explain own role in supporting others to follow practices that reduce the spread of infection</td>
</tr>
</tbody>
</table>

### 5. Understand how to move and handle equipment and other objects safely

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Describe the main points of legislation that relates to moving and handling</td>
</tr>
<tr>
<td>5.2</td>
<td>Explain how following principles for safe moving and handling protects those in the social care setting from injury or harm</td>
</tr>
<tr>
<td>5.3</td>
<td>Explain situations that may require additional supports necessary for safer moving and handling</td>
</tr>
<tr>
<td>5.4</td>
<td>Explain why it is important for moving and handling tasks to be carried out following specialist training</td>
</tr>
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</table>

### 6. Understand the principles of assisting and moving an individual

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
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<tbody>
<tr>
<td>6.1</td>
<td>Explain why it is important to have specialist training before assisting and moving an individual</td>
</tr>
<tr>
<td>6.2</td>
<td>Explain the potential consequences of assisting and moving an individual without</td>
</tr>
</tbody>
</table>
6.3 Explain the consequences of not following an individual’s care plan or fully engaging with them when assisting and moving

7. Understand how to handle hazardous substances

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<thead>
<tr>
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<tbody>
<tr>
<td>7.1</td>
<td>Describe types of hazardous substances that may be found in the social care setting</td>
</tr>
<tr>
<td>7.2</td>
<td>Explain safe practices for:</td>
</tr>
<tr>
<td></td>
<td>• Storing hazardous substances</td>
</tr>
<tr>
<td></td>
<td>• Using hazardous substances</td>
</tr>
<tr>
<td></td>
<td>• Disposing of hazardous substances</td>
</tr>
<tr>
<td>7.3</td>
<td>Explain the dangers associated with not following these safe practices</td>
</tr>
</tbody>
</table>

8. Understand how to promote environmental safety procedures in the social care setting

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<tbody>
<tr>
<td>8.1</td>
<td>Explain procedures to be followed in the social care setting to prevent:</td>
</tr>
<tr>
<td></td>
<td>• Fire</td>
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<td></td>
<td>• Gas leak</td>
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<tr>
<td></td>
<td>• Floods</td>
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<td></td>
<td>• Intruding</td>
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<tr>
<td></td>
<td>• Security breach</td>
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<tr>
<td>8.2</td>
<td>Explain procedures to be followed in the social care setting in the event of:</td>
</tr>
<tr>
<td></td>
<td>• Fire</td>
</tr>
<tr>
<td></td>
<td>• Gas leak</td>
</tr>
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<td></td>
<td>• Floods</td>
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<tr>
<td></td>
<td>• Intruding</td>
</tr>
<tr>
<td></td>
<td>• Security breach</td>
</tr>
<tr>
<td>8.3</td>
<td>Explain how you would encourage others to adhere to environmental safety procedures</td>
</tr>
<tr>
<td>8.4</td>
<td>Explain the importance of having an emergency plan in place to deal with unforeseen incidents</td>
</tr>
</tbody>
</table>

9. Understand how to manage stress

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<tr>
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</thead>
<tbody>
<tr>
<td>9.1</td>
<td>Describe common signs and indicators of stress</td>
</tr>
<tr>
<td>9.2</td>
<td>Describe factors that tend to trigger own stress</td>
</tr>
<tr>
<td>9.3</td>
<td>Evaluate strategies for managing stress</td>
</tr>
</tbody>
</table>

10. Understand procedures regarding handling medication

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<tr>
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<tbody>
<tr>
<td>10.1</td>
<td>Describe the main points of agreed procedures about handling medication</td>
</tr>
<tr>
<td>10.2</td>
<td>Explain why medication must only be handled following specialist training</td>
</tr>
<tr>
<td>10.3</td>
<td>Explain the consequences of handling</td>
</tr>
</tbody>
</table>

The awarding body that **Listens**

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11. Understand how to handle and store food safely

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1 Describe the main points of food safety standards in a social care setting</td>
<td></td>
</tr>
<tr>
<td>11.2 Explain how to:</td>
<td></td>
</tr>
<tr>
<td>• Store food</td>
<td></td>
</tr>
<tr>
<td>• Maximise hygiene when handling food</td>
<td></td>
</tr>
<tr>
<td>• Dispose of food</td>
<td></td>
</tr>
<tr>
<td>11.3 Explain the potential consequences of not following food safety standards</td>
<td></td>
</tr>
</tbody>
</table>

**Mapping to National Occupational Standards**

*This unit is mapped to Skills for Health NOS HSC 32*
Unit 9: Understand how to handle information in social care settings

Unit number: D/602/3119
Credit: 1
GLH: 9
Level: 3

Unit Introduction

This unit develops the knowledge and understanding needed to implement and promote good practice in recording, sharing, storing and accessing information in social care settings. This unit is aimed at those who are interested in, or new to working in social care settings.

Assessment Guidance

Others may include:

- Colleagues
- External third party such as IT specialist
- Social worker
- Occupational Therapist
- GP
- Speech and Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Specialist nurse
- Psychologist
- Psychiatrist
- Independent Mental Capacity Advocate
- Advocate
- Dementia care advisor

Learning Outcomes

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner will:</strong></td>
<td><strong>The learner can:</strong></td>
</tr>
</tbody>
</table>

1. Understand requirements for handling information in social care settings

   1.1 Identify legislation and codes of practice that relate to handling information in social care settings

   1.2 Explain how legal requirements and codes of practice inform practice in handling information

2. Understand good practice in handling information in social care settings

   2.1 Explain how to maintain records that are up to date, complete, accurate and legible

   2.2 Describe practices that ensure security when storing and accessing information

   2.3 Describe features of manual and electronic
3. **Understand how to support others to handle information**

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<table>
<thead>
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<tbody>
<tr>
<td>3.1</td>
<td>Explain how to support <strong>others</strong> to understand the need for secure handling of information</td>
</tr>
<tr>
<td>3.2</td>
<td>Explain how to support others to understand and contribute to records</td>
</tr>
</tbody>
</table>

**Mapping to National Occupational Standards**

*This unit is mapped to Skills for Health NOS HSC 31*